

# Kentucky Department of Education - Course Standards

## Course Standards

Course Code: 500611

Course Name: Visual Art- Photography

Grade Level: 6-8



Upon course completion students should be able to:

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
TH:Cr1.1.6	TH:Cr1.1.7	TH:Cr1.1.8
<p>a. Identify possible solutions to staging challenges in a drama/theatre work.</p> <p>b. Identify solutions to design challenges in a drama/theatre work.</p> <p>c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p>	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.</p> <p>b. Explain and present solutions to design challenges in a drama/theatre work.</p> <p>c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.</p>	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.</p> <p>b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.</p> <p>c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p>
TH:Cr2.1.6	TH:Cr2.1.7	TH:Cr2.1.8
<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.</p>	<p>a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.</p>	<p>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</p>
TH:Cr3.1.6	TH:Cr3.1.7	TH:Cr3.1.8
<p>a. Articulate and examine choices to refine a devised or scripted drama/theatre work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted</p>	<p>a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.</p>	<p>a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.</p> <p>b. Refine effective physical, vocal, and physiological traits of characters in an</p>

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drama/theatre work.  c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.  c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	improvised or scripted drama/theatre work.  c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.
<b>TH:Pr4.1.6</b>	<b>TH:Pr4.1.7</b>	<b>TH:Pr4.1.8</b>
a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.  b. Experiment with various physical choices to communicate character in a drama/theatre work.	a. Consider various staging choices to enhance the story in a drama/theatre work.  b. Use various character objectives in a drama/theatre work.	a. Explore different pacing to better communicate the story in a drama/theatre work.  b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.
<b>TH:Pr5.1.6</b>	<b>TH:Pr5.1.7</b>	<b>TH:Pr5.1.8</b>
a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.  b. Articulate how technical elements are integrated into a drama/ theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.  b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.  b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.
<b>TH:Pr6.1.6</b>	<b>TH:Pr6.1.7</b>	<b>TH:Pr6.1.8</b>
Adapt a drama/theatre work and present it informally for an audience.	Participate in rehearsals for a drama/theatre work that will be shared with an audience.	Perform a rehearsed drama/theatre work for an audience.
<b>TH:Re7.1.6</b>	<b>TH:Re7.1.7</b>	<b>TH:Re7.1.8</b>
Describe and record personal reactions to artistic choices in a drama/theatre work.	Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	Apply criteria to the evaluation of artistic choices in a drama/theatre work.
<b>TH:Re8.1.6</b>	<b>TH:Re8.1.7</b>	<b>TH:Re8.1.8</b>
a. Explain how artists make choices based on personal experience in a drama/theatre work.	a. Identify the artistic choices made based on personal experience in a drama/theatre work.	a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

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<p>b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.</p> <p>c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.</p>	<p>b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.</p> <p>c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.</p>	<p>b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.</p> <p>c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.</p>
<b>TH:Re9.1.6</b>	<b>TH:Re9.1.7</b>	<b>TH:Re9.1.8</b>
<p>a. Use supporting evidence and criteria to evaluate drama/theatre work.</p> <p>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p> <p>c. Identify a specific audience or purpose for a drama/theatre work.</p>	<p>a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.</p> <p>b. Consider the aesthetics of the production elements in a drama/theatre work.</p> <p>c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.</p>	<p>a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p> <p>c. Assess the impact of a drama/theatre work on a specific audience.</p>
<b>TH:Cn10.1.6</b>	<b>TH:Cn10.1.7</b>	<b>TH:Cn10.1.8</b>
Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	Examine a community issue through multiple perspectives in a drama/theatre work.
<b>TH:Cn11.1.6</b>	<b>TH:Cn11.1.7</b>	<b>TH:Cn11.1.8</b>
Identify universal themes or common social issues and express them through a drama/theatre work.	Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
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<b>TH:Cn11.2.6</b>	<b>TH:Cn11.2.7</b>	<b>TH:Cn11.2.8</b>
a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.

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aural world of each story. b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.
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<b>DA:Cr3.1.6</b>	<b>DA:Cr3.1.7</b>	<b>DA:Cr3.1.8</b>
a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.  b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.  b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.  b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.
<b>DA:Pr4.1.6</b>	<b>DA:Pr4.1.7</b>	<b>DA:Pr4.1.8</b>
a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.  b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.  c. Use the internal body force created by varying tensions within one's musculature for	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.  b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.  b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

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<p>movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.</p>	<p>c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</p>	<p>c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>
<b>DA:Pr5.1.6</b>	<b>DA:Pr5.1.7</b>	<b>DA:Pr5.1.8</b>
<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<p>a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>

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<b>DA:Pr6.1.6</b>	<b>DA:Pr6.1.7</b>	<b>DA:Pr6.1.8</b>
<p>a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p> <p>b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.</p>	<p>a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</p>
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>DA:Pr6.1.6</b>	<b>DA:Pr6.1.7</b>	<b>DA:Pr6.1.8</b>
<p>a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p> <p>b. Compare and contrast a variety of possible production elements that would intensify</p>	<p>a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Explore possibilities of producing dance in a variety of venues or for different</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post performance, accept notes from choreographer and apply corrections to future performances.</p>

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and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	audiences and, using production terminology, explain how the production elements would be handled in different situations.	b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.
<b>MU:Pr4.3.6</b>	<b>MU:Pr4.3.7</b>	<b>MU:Pr4.3.8</b>
Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).
<b>MU:Pr5.1.6</b>	<b>MU:Pr5.1.7</b>	<b>MU:Pr5.1.8</b>
Identify and apply teacher provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
<b>MU:Pr6.1.6</b>	<b>MU:Pr6.1.7</b>	<b>MU:Pr6.1.8</b>
<p>a. Perform the music with technical accuracy to convey the creator's intent.</p> <p>b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p>	<p>a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</p>	<p>a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</p> <p>b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>

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<b>MU: Re7.2.6</b>	<b>MU: Re7.2.7</b>	<b>MU: Re7.2.8</b>
<p>a. Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>b. Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p>b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	<p>a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>
<b>MU:Re8.1.6</b>	<b>MU:Re8.1.7</b>	<b>MU:Re8.1.8</b>
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
<b>MU:Re9.1.6</b>	<b>MU:Re9.1.7</b>	<b>MU:Re9.1.8</b>
Apply teacher-provided criteria to evaluate musical works or performances.	Select from teacher-provided criteria to evaluate musical works or performances.	Apply appropriate personally developed criteria to evaluate musical works or performances.
<b>MU:Cn11.1.6</b>	<b>MU:Cn11.1.7</b>	<b>MU:Cn11.1.8</b>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.